

KENTUCKY Adult Education



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Kentucky Adult Education Policy and Procedure Manual

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INTRODUCTION

This manual contains policies and procedures of [Kentucky Adult Education](#) (KYAE), a unit of the [Council on Postsecondary Education](#) (CPE).

KYAE is charged by the state [Kentucky Adult Education Act of 2000, Senate Bill 1](#) and the federal [Adult Education and Family Literacy Act, Title II](#) of the Workforce Investment Act, to improve the educational status of adult Kentuckians who do not have a high school diploma, who function at low levels of literacy or who want to learn the English language.

Every county is served by an adult education provider that offers, at a minimum, adult literacy, adult basic education, GED® test preparation and adult secondary education. Providers may also offer services in family literacy, English as a second language, 21st Century employability, foundational skills and career- and college-readiness. Adult education programs in counties with full-service jails provide corrections education based on local need and as recommended by the Kentucky Department of Corrections.

KYAE sets annual funding allocations and enrollment and GED® attainment goals based on the county's population without a high school credential, ages 18-64 years, according to the U.S. Census Bureau's 2006-10 American Community Survey (ACS). KYAE negotiates performance measures with the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE), and holds local programs accountable for meeting these measures through the [National Reporting System](#) (NRS). Data must be reported through KYAE's Adult Education Reporting System (KAERS), KYAE's web-based data tracking system.

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CORE SERVICES

KYAE core services are defined as adult literacy services, adult basic education and adult secondary education/GED® test preparation at correctional institutions and through family literacy and English as a second language services using core services grant. Employability and digital literacy skills may be integrated into academic instruction but may not be provided as stand-alone instruction.

Adult education programs shall:

- Provide free and direct services to eligible adult students on a 12-month basis. Services must be of sufficient intensity and duration for students to achieve substantial learning gains.
- Operate one or more sites in the county based on student demand.
- Provide services only in the counties for which they have contracted.
- Expend funds only in counties for which they are allocated.

Please Note: For more specific requirements on the expenditure of funds by fiscal agents serving multiple counties, see the Budgeting section.

Adult education providers shall not charge students or employers for instructional or other services covered by state and federal adult education funds.

Programs are required to fully implement standards-based instruction using College- and Career- Readiness Standards (CCRS) (and other Common Core Standards) into classroom use.

REQUIRED PROGRAM DESIGN ELEMENTS

KYAE programs are expected to provide structured, scheduled, instructor-led learning opportunities resulting in successful student and program outcomes as well as effectiveness and efficiency. All programs are required to incorporate the following managed program elements in their program design. More information about each of these elements follows in the sections below.

- Scheduled orientation and assessment.
- Scheduled classes based on student demand.
- Scheduled education alternatives for students whose work or family obligations do not allow them to attend scheduled classes.

Scheduled Orientation and Assessment

Research indicates that the first three weeks of a student's participation in adult education are critical to the student's continued motivation and persistence. Therefore, ensuring that students have a good start through a welcoming, attentive and thorough intake, orientation and assessment process is extremely important. A scheduled orientation allows adult educators to provide the level of attention this process requires. It also allows students to begin developing learning communities, which are important to their persistence and success.

Establishing a scheduled time each week for assessment, especially in small programs with “one-room” centers, is critical to student success. For assessments to be valid and provide accurate information on which a student’s learning plan is based, they must be proctored and in a quiet and calm environment when a student is prepared to take the assessment. A scheduled assessment process can reduce over-testing of students. In addition, a scheduled assessment process will increase efficiency and ensure appropriate administration and protocols of required assessments.

Scheduled Classes

KYAE requires all programs to establish scheduled classes based on student demand, determined through methods such as analyzing student attendance patterns and surveying current students, to ensure that classes are being offered at times when students are most likely to attend. It is expected that most students in each adult education program will be enrolled in classes.

Scheduled classes:

- Must be taught by an instructor and should use syllabi, lesson plans and standards-based curricula.
- Should employ differentiated instruction when necessary to meet the needs of students at various levels. Differentiated instruction is especially important for small programs. Simply put, differentiated instruction employs multiple instructional approaches so that the teacher is effectively reaching students who are at various academic levels and have various learning styles.
- Should use technology, such as distance learning products, KET resources and other forms of technology.
- Include various instructional styles, strategies, adaptations and resources to meet the needs of all students, including those with learning challenges.
- Integrate employability and digital literacy skills into academic subjects.
- May have varied timeframes and may be adjusted as necessary (for example, mid-session) based on student and program needs.
- May allow students to enter a class in progress, providing the student’s assessment suggests that the student is prepared for the material being covered at that point in the class.

Programs shall set local guidelines regarding:

- Class attendance.
- Class size and teacher-student ratio.
- Student commitment.
- Student conduct.

Scheduled Education Alternatives

KYAE recognizes that classroom attendance may not be possible for some students, especially those who are employed. Also, students may need an education alternative:

- While they are waiting for a new class to start.
- Before they are academically prepared to join a class.
- As supplemental instruction while enrolled in a class.

In acknowledgment of adult students' potential barriers, KYAE requires that, in addition to scheduled classes, programs also schedule structured education alternatives to meet student needs. It is expected that a minority of students in each program will receive their primary instruction in education alternatives.

Structured options may include, but are not limited to, the following:

- “Retention” classes – Some programs have established “retention” classes for students who want to enroll while classes are already underway. Some “retention” classes allow students to work on reading and study skills based on social studies and science in an instructor-led class. When a class opens in the student’s needed academic area, the student is enrolled in the class.
- Scheduled labs – A structured lab can be designed for students who miss the start of a new class, do not want to participate in a classroom setting or need additional assistance. Instructor-led labs allow students unable to attend scheduled classes to have an alternative learning opportunity allowing them to accomplish their educational goals without creating another barrier to their success.
- Computer labs – Computer labs for independent study may be open and available to students any time the adult education center is open.
- Distance learning – Students may begin or supplement their studies using a distance learning product.
- Study time/study groups – Study time provides an opportunity for students to independently study and/or complete work while at the center and is especially important for students who do not have a home environment conducive to learning. Another option is providing opportunities for students to gather pre- or post-class in a facilitated or un-facilitated study group.
- Workshops – Short-term academic workshops on targeted areas allow new students, who may be waiting for a scheduled class to start, to begin their academic work in targeted areas such as multiplication tables, calculator use, graphic information or other topics.

REQUIRED CORE SERVICES

KYAE-funded programs are required to provide the following core services. Students enrolled in adult education core services count in the enrollment goal and in performance funding.

Adult Literacy

Adult literacy is a program of instruction designed for adults who have minimal or no skills in reading, writing, speaking, problem solving or computation.

Adult Basic Education

Instruction in adult basic education is designed for adults who lack competence in reading, writing, speaking, problem solving or computation at a level necessary to function in society, in the workplace or in the family.

Adult Secondary Education/GED® Test Preparation

Adult secondary education/GED® test preparation provides instruction designed for adults who have some literacy skills and can function in everyday life but who are not proficient in reading, writing, speaking, problem solving or computation or do not have a high school credential.

Students with a high school credential may be served in core services if they score 11.9 or below on the Tests for Adult Basic Education (TABE).

It is strongly recommended that the population without a high school diploma or its equivalent take precedence. In other words, serving the population with a high school diploma or its equivalent, as capacity permits, should not be in lieu of the population without a high school diploma or its equivalent.

Corrections Education

Corrections education is a program of instruction that consists of adult literacy, adult basic education, adult secondary education/GED® test credential preparation and/or English as a second language for adult criminal offenders. These services may take place at a local jail, halfway house or state correctional institution. Instruction in life skills, employability skills and computer literacy may be integrated into academic instruction.

Adult education providers are required to serve full-service jails in their county provided the full-service jail meets the following provisions:

- At least three hours (or an average of three hours) of classroom instruction must be made available per week, allowing for sufficient instructional time for meeting the post-assessment policy.
- During instructional time, the correctional facility must dedicate an adequate space that is conducive to learning. The space should have a low-noise level, adequate lighting, a comfortable temperature and appropriate furnishings.
- Inmates (students) should have access to instructional material for additional study outside of the classroom setting.

Halfway houses may be served as an extension of the core service program. This service should be based on local need and partnership with the halfway house.

Counties with a state correctional institution may provide adult education services in the evening.

Corrections education funding is integrated into the core services grant; therefore, corrections education students count toward the county's enrollment goal.

Corrections expenditures must be reported as a separate item on invoices to KYAE.

OTHER CORE SERVICES

In addition to required core services, adult education providers may also provide the following services with core services grant funds.

Family Literacy

Family literacy programs are designed to break the intergenerational cycle of under-education by providing opportunities for parents and their children to learn together.

Local adult education programs have great flexibility in how they design and offer family literacy. For example, programs may choose to operate a 12-month program, a summer program, or even a series of short, but intensive, family literacy classes. In designing a family literacy program, programs should consider:

- Family literacy does not have a separate enrollment goal. Each family literacy adult student counts toward the county's performance areas.
- Family literacy programs must be based on a four-component model – (1) adult education, (2) Parent and Child Together Time (PACT), (3) parenting and (4) children's education.
- Family literacy students are expected to participate in an average of four PACT hours (two facilitated and two un-facilitated) and two parenting hours per month while enrolled in family literacy.
- Eligible family literacy participants include at least one child between the ages of birth and 18 years and at least one adult who is responsible for the child's well-being and who is consistently an influence on the child's development.
- The adult student must meet the eligibility requirements for participation in adult education.
- The child education component is to be provided by other local educational agencies. KYAE funds may be used to provide the other three components. Facilities, programs and services shall comply with local, state and federal regulations for serving children.
- The child's improvement in language and literacy skills, reading readiness, reading, writing, numeracy and developmental areas is tracked by the child's educational agency, program, parent/guardian or medical or social work professional.

English as a Second Language

English as a second language instruction assists individuals of limited English proficiency to achieve competence in the English language. Instruction is geared to adults who want to become more fluent in English, pass the U.S. citizenship test and/or GED® test and work on job-seeking skills.

KYAE funds may not be used to provide instruction in Spanish or any language other than English.

ESL students count toward the county's performance areas.

College- and Career-Readiness

“College-Readiness: The level of preparation a first-time student needs to succeed in a credit-bearing course at a postsecondary institution.”*

“Career-Readiness: The level of preparation a high school graduate (or high school equivalency graduate) needs to proceed to the next step in a chosen career path(way), whether that is postsecondary coursework, industry certification or entry into the workforce.”*

*Source: Adapted from the Kentucky Council on Postsecondary Education

College-readiness components:

- Provide standards-based instruction using College- and Career-Readiness standards (higher level thinking and depth of knowledge).
- Set and review attainable short-, mid-, and long-term goals with students.
- Refer students to appropriate support services.
- Create useful and relevant learning experiences.
- Facilitate exploration.
- Build community and integrate technology.
- “Chunk” learning into manageable pieces.
- Use students frame of references and prior knowledge during instruction.
- Provide an environment where mistakes are teaching moments.
- Celebrate milestones.**

**Source: Adapted from *Principles of Adult Learning*, Educator’s Resource Kit

Career-readiness components:

- Soft skills (non-academic) as listed in the [Kentucky Adult Education Act of 2000, Senate Bill 1](#): “critical thinking, computing, reading, writing, communication, problem-solving, team-building, use of technology”.
- 21st Century skills: collaboration, communication, critical thinking and creativity.
- Contextualizing – Providing standards-based instruction within the context of relevant employability skills and/or career pathway exploration.
- Instruction leading to the National Career Readiness Certificate (NCRC).
- Instruction leading to the Kentucky Manufacturing Skill Standards Certificate (KMSS).
- Integrating technology skills within standards-based instruction.
- Instruction leading to GED® credential attainment.

Career pathways and other bridge programs – programs which align adult education, job training, higher education and basic support systems to create pathways to postsecondary educational credentials and employment. Including best practices achieved through working with local partners to:

- Identify viable labor force occupational demands for family-sustaining wage jobs.

- Provide a seamless transition between adult education and career exploration and training and/or postsecondary education.
 - Contextualize standards-based academic instruction.
 - Issue stackable credentials; e.g., earning an NCRC, GED[®] credential and technical certificate.
 - Avail students to intensive, wraparound support services; e.g., acquaint students with postsecondary education success coaches and/or navigators.
 - Refer students to sources of financial aid for low-income adults; e.g., scholarships, foundations, etc.
- KYAE-approved pre- and post-assessments are required to determine eligibility, inform instruction and assess progress.
 - All students must be eligible for adult education services.
 - All students must be entered in KAERS and in NRS educational levels.

ENGLISH LITERACY/CIVICS

This program incorporates English literacy and civics education for immigrants and other students with limited English proficiency who are not required to be enrolled in school. To participate effectively in the education, work and civic opportunities of this country, immigrants must not only master English but also be able to understand and navigate governmental, educational and workplace systems and key institutions, such as banking and health care.

The Federal Register (November 17, 1999) defined civics education as “an educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers and community members.” The term “English literacy” indicates a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.

Students in the English literacy/civics program must have limited English proficiency. These are eligible adults who have limited ability in speaking, reading, writing or understanding the English language and whose native language is one other than English or who lives in a family or community environment where a language other than English is the dominant language.

Based on the availability of federal English literacy/civics funding, grants are made through an RFP process determined by KYAE.

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ELIGIBILITY

Pursuant to [Title II of the Workforce Investment Act](#), the Adult Education and Family Literacy Act, eligible students are those individuals who:

- have attained 16 years of age;
- are not enrolled or required to be enrolled in secondary school under state law; and who
 - lack sufficient mastery of basic educational skills to enable the individual to function effectively in society;
 - do not have a secondary school diploma or its recognized equivalent, or have not achieved an equivalent level of education; or
 - are unable to speak, read or write the English language.

Eligible students must live, work or be enrolled in postsecondary education in Kentucky. A student with a high school diploma must score 11.9 or below on the Tests for Adult Basic Education (TABE) to be eligible for services.

Individuals age 16-18 must provide official documentation of withdrawal from school as follows.

- If the student withdrew from school within the current semester and the student still resides in the school district:
 - Official documentation of withdrawal is needed from the local school district.
- If the student withdrew from school in or before the previous semester and the student still resides within the school district:
 - Official documentation of withdrawal from the previous semester is needed from the local school district; or
 - An official statement that the student did not enroll in the semester following withdrawal is needed from the local school district.
- If the student is no longer a resident within the school district, s/he withdrew from:
 - Official documentation of withdrawal is needed from the school district in which the student withdrew; or
 - An official statement confirming that the student did not enroll in school is needed from the local school district in which the student currently resides.
- If the student was home schooled, withdrawn to be home schooled, and is no longer being home schooled:
 - The home school parent must certify in writing that the student is no longer being home schooled **and**
 - The local school district where the student currently resides must certify that the student is not currently enrolled.

In accordance with Title VI of the Civil Rights Act of 1964, adult education providers shall not discriminate on the basis of gender, race, color, age and/or national origin in its adult education and literacy programs, activities, employment or admission policies and practices.

Individuals with an F-1 Visa (student visa) status are ineligible for services and shall “not be accorded a course of study in a publicly funded adult education program.” [Source: U.S. Immigration and Nationality Act (Sec. 1101a(15)(F)(1)]

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ENROLLMENT

Enrollment is defined as a student assessed and enrolled 12 hours or more in adult literacy, adult basic education, and adult secondary education at correctional institutions and through family literacy and English as a second language services using core services grant.

Individuals shall be officially enrolled after completion of a KYAE-approved assessment (see “Assessment” section) and in compliance with eligibility requirements.

Distance learning students must complete a KYAE-approved assessment and meet eligibility requirements prior to accessing online courses.

SEPARATION

Students shall be separated if the student has not participated in the adult education program for 90 consecutive days.

Providers shall establish a local policy to separate students who are not making progress as defined by measurable gains on assessment instruments or objectives outlined in the student education plan.

RE-ENROLLMENT

Adult educators may re-enroll separated students who reach achievements in the first quarter of the fiscal year following their separation.

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DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA) requires that, with certain exceptions, education agencies obtain written consent prior to the disclosure of personally identifiable information from a student record. However, FERPA allows education agencies to disclose appropriately designated “directory information” without written consent, unless the student has advised the agency to the contrary in accordance with agency procedures.

Under FERPA, KYAE will disclose directory information for GED® graduates. KYAE designates the following as directory information:

- Student name
- Address
- Telephone number
- E-mail address
- Degrees, honors and awards received, specifically GED® test credential attainment

KYAE may disclose GED® graduates’ directory information to postsecondary institutions, the Kentucky Higher Education Assistance Authority (KHEAA), employers and employer associations with the following provisions:

- Directory information cannot be used for commercial purposes.
- Directory information cannot be sold or redistributed to other organizations.
- Organizations must state the reason for requesting directory information and indicate they will not use it for commercial purposes nor will they sell or distribute it to another organization.

GED® graduates who do not want their directory information to be released must indicate as such when answering the location specific questions at GED.com which will be found when scheduling the first test.

Directory information does not include requests for individual records or confirmation of individual GED® graduates. Individuals and organizations seeking individual records must comply with the request process as specified at <http://ged.ky.gov>.

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INTAKE GOAL SETTING

Programs should have a goal-setting process whereby students meet with teachers or an intake counselor to help identify and set goals for instruction. This often takes place during orientation. The best time for this process to occur is when the student first enters the program. The goal-setting process should help students set both a realistic timeline for attaining each goal and a means for determining whether the goal is achieved. Since students often change their goals after they begin instruction, it is often advisable to review goal setting the first few weeks of class.

Setting a timeline and evaluating achievement will help the student realize whether the goal is short- or long-term and whether it is achievable. For example, when students enter a program, many of them state very broad goals, such as, attaining a GED® test credential or transitioning to postsecondary education. Breaking the goal down into discrete steps with short- and long-term milestones along the way establishes a series of goals that help students and teachers design instruction and identify the appropriate goals.

Poor goal-setting procedures do a disservice to the student, and good instructional practice requires assisting students to achieve their goals. In addition, ignoring long-term goals denies the state the opportunity to demonstrate that it can help students achieve such goals.

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ASSESSMENT

The KYAE assessment policy provides guidelines pertaining to standardized assessment practices for all KYAE-funded programs and meets the guidance from the U.S. Department of Education, Office of Career, Technical, and Adult Education, to describe approved assessments, initial and post-testing requirements, accommodations and training requirements. Adult education providers shall use KYAE's assessment policy in conjunction with publishers' official examiner's manuals and training workshops to determine local assessment procedures. Providers shall follow all guidelines in examiner's manuals and maintain the most current version of the manual for each test used by the program.

NEED FOR ASSESSMENT POLICY

KYAE's assessment policy provides a framework to measure program effectiveness and provides important criteria for continuous improvement on several levels:

- At the student level, an individual assessment provides valid, reliable information about the student's academic status and progress and allows the student to make informed decisions about goal setting. KYAE requires adult education programs to evaluate students with an approved standardized assessment upon enrollment to determine the appropriate education plan necessary for students to achieve their goals. Before the adult educator determines the most appropriate assessment, students should participate in an intake and orientation process to discuss academic and career goals and identify needed skills to help achieve their goals. This orientation session, accompanied by the adult educator's professional judgment and other criteria, such as the TABE Locator, should determine which of the approved assessments and curricula will best meet the student's needs.
- At the program level, accurate assessment data are critical for decision making in planning, instruction, professional development and program improvement. Student assessments help instructors pinpoint student needs and choose appropriate curricula. Aggregate data inform program directors regarding needed improvements and help guide staff professional development.
- At the state and federal level, incentive funding rests, in part, upon student achievement in NRS functional levels. Uniform implementation of KYAE's assessment policy ensures that high-quality accurate data are collected statewide and reported to OCTAE so programs can be compared across the Commonwealth and nation.

VALID AND RELIABLE ASSESSMENTS

The following section is excerpted from NRS Implementation Guidelines, May 2012.

“Validity is concerned with the accuracy of measurement; in other words, the extent to which the instrument measures what it is intended to measure. Content validity of an assessment is the extent to which the items/tasks of the instrument cover the domain of interest. For the NRS, the domain of interest is comprised of the skills used to describe the educational functioning levels for ABE and ESL. To establish the content validity with respect to the requirements of the NRS, there must be evidence that the items/tasks of that instrument measure the skills associated with the educational functioning levels (and, by the same token, do not measure skills not associated with the levels).

“Typically, content validity is established via the judgments of subject matter experts (SMEs). For instance, a panel of such experts might be asked to judge the extent to which the items/tasks of a given instrument require the types and levels of skills described for a particular educational functioning level. In general, the greater the judged overlap between the content of the instrument and the skills associated with a given level descriptor, the greater the content validity of the instrument with respect to its use as a measure of educational attainment at that level. It is important to point out that the content validity of a given instrument may vary with respect to different educational functioning levels; that is, it may provide adequate coverage of the skills associated with some levels but less than adequate coverage of the skills associated with other levels. Finally, it should be noted that the usefulness of content validity evidence is directly proportional to the quality of the judgments provided. Consequently, the test publisher should establish the credentials of the SMEs whose judgments were obtained, including their familiarity with adult education and the NRS levels, along with information regarding the number of experts used and the degree of agreement among them, both by skill and level.

“Reliability refers to the degree of consistency in performance on an assessment; that is, the extent to which an examinee would be expected to perform similarly across multiple administrations of the instrument or under different conditions. An important condition that can differ across administrations of a particular instrument to be used for the NRS is the form of the instrument administered. More specifically, because educational gain is determined as a function of the difference between an examinee’s pre- and post-test performance as measured on different forms of the instrument, it is essential to review the test publisher’s information regarding the expected similarity of performance across forms in the absence of instruction or other external interventions. The greater the similarity in performance across forms, the greater the alternate forms’ reliability of the instrument and the stronger the inference that improvements in performance between pre- and post-testing is attributable to something other than measurement error associated with differences across forms.”

INITIAL ASSESSMENTS

To determine the appropriate assessment to administer, adult educators should talk with students about educational and career goals.

- Providers shall administer a KYAE-approved assessment at student orientation or within the first 12 hours of instruction. The lowest test score in a subject area or the subject area that the student wants to target shall be used to determine a student's entry level. Parts of an assessment, such as reading or math, may be used. The assessment should be in subjects in which instruction will be focused to facilitate student goal achievement.
- All initial assessment results must be entered into KAERS.
- The program will maintain enrollment forms, assessment forms and the current educational plan on file for three years.

TABE LOCATOR

If TABE is the appropriate assessment, the Locator should be used, along with other information, to determine the appropriate level of the TABE test to administer. While the Locator is an important tool, information from a Locator should be viewed as only a rough estimate of the student's functional level, not as an absolute prediction. Students should participate in an intake/orientation process to discuss academic and career goals and job experience. Information from orientation and Locator results should be used with professional judgment to determine the appropriate TABE level. The Locator is used as follows.

For TABE 9 and 10

TABE Level to Administer	Reading	Mathematics
	# Correct	# Correct
E	6 or fewer	4 - 6
M	7 – 8	7 - 8
D	9 – 10	9 - 11
A	11 - 12	12 - 16

POST-ASSESSMENTS

TABE Post-Assessment Timeframes

In compliance with recommendations as provided by OCTAE, TABE post-testing shall occur as follows. See OCTAE's [State Assessment Policy Guidance](#), pp. 6-10, and p. 22 of this manual.

- **For students in NRS Levels 1- 4:** After 50-60 hours of instruction, with a minimum of 40 hours testing with an alternate form (for example, TABE 9 Level M to TABE 10 Level M).
- **For students in NRS Level 5:** 30-59 hours of instruction is recommended when testing with an alternate form (for example, TABE 9 Level D to TABE 10 Level D).

- If pre- and post-tests are with the same level and use the same form – (for example, TABE 9 Level M to TABE 9 Level M) – 120 hours of instruction is recommended.
- A higher level form (for example, TABE 9 Level D to TABE 10 Level A) can be used on the progress assessment if the instructor determines that the student has mastered the information assessed on the enrollment assessment level.

Other Post-Assessments Timeframes

All other KYAE-approved assessments shall be administered according to the test publishers' recommended timeframes for post-testing as provided by OCTAE. For timeframes, see OCTAE's [State Assessment Policy Guidance](#), pp. 6-10, and pp. 22-24 of this manual.

General Post-Assessment Requirements

- Providers shall use a different form of the same test for the follow-up assessment. For example, a TABE 9 pre-test should be followed with a post-test using TABE 10.
- All post-test results must be entered into KAERS. If more than one assessment is given, the progress assessment determines educational functioning level completion or advancement.
- Providers shall use the lowest subject area test score to determine a student's progress.
- If no follow-up assessment of the student is made during the program year, the student must be counted as remaining in the same educational level as upon entry and cannot be reported as advancing to a higher functioning level.
- An "advance" or "completion" is recorded if, according to a subsequent assessment, the student has entry-level skills corresponding to one or more levels higher than the incoming level in the areas initially used for placement.
- KAERS is programmed so that assessment scores automatically populate the NRS functional level and determine if an educational gain has been made.
- The GED Ready™ test (formerly Official Practice Test (OPT)) may not be used as a measure of student progress in instructional programs.
- Sixty percent of pre-tested students will be administered a post-test, using one of the KYAE-approved assessments (TABE 9-10, CASAS, BEST Literacy or Best Plus).

RETESTING BASED ON OUT-OF-RANGE TABE TEST SCORES

According to the Norms Books for the TABE tests, the Standard Error of Measurement (SEM) escalates rapidly at the extreme range for each test. The increased SEM indicates that test scores occurring at the high and low end of each range of scores are unreliable. This means that high and low scores on each of the tests are less likely to be a true indication of the student's ability. Therefore, students scoring out of range shall be retested. When a student's test score on the TABE falls outside of an acceptable range, retesting shall occur with a higher or lower level of the test.

- KYAE has established acceptable ranges for the Reading, Language, Mathematics Computation and Applied Mathematics sections of the TABE 9 and 10.
- KAERS will not allow any TABE scores outside of the acceptable ranges to be entered.
- The following table shall be used to determine whether the student's score is within or outside of the acceptable range of scores on that test and level. If the score is within the acceptable range, the test can be considered valid. If the score is outside of the acceptable range, the test administrator shall retest with a more or less advanced test. The table indicates when more or less advanced tests are not available.

TABE Test Level	Content Grade Level Range	Reading			Mathematics (Applied and Computations)			Language		
		Two Content Grade Level Ranges <u>Below</u> the Scale Score Range	Content Range	Two Content Grade Level Ranges <u>Above</u> the Scale Score Range	Two Content Grade Level Ranges <u>Below</u> the Scale Score Range	Content Range	Two Content Grade Level Ranges <u>Above</u> the Scale Score Range	Two Content Grade Level Ranges <u>Below</u> the Scale Score Range	Content Range	Two Content Grade Level Ranges <u>Above</u> the Scale Score Range
L (Limited Literacy)	0-1.9	160-234	253-360	370-457	160	182-348	355-440			
E (Easy)	2.0-3.9	246-366	368-460	462-516	200-345	308-440	438-500	235-389	397-490	491-523
M (Medium)	4.0-5.9	374-459	464-517	522-549	307-442	440-503	508-548	396-487	492-520	524-546
D (Difficult)	6.0-8.9	463-516	519-561	568-595	442-504	504-572	562-601	492-523	524-556	561-581
A (Advanced)	9.0-12.9	538-565	568-612	619+	528-572	563-626	613+	541-559	564-603	613+

CONTACT AND ATTENDANCE HOURS

NRS defines contact and attendance hours as “hours of instruction or instructional activity the learner receives from the program. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum, such as classroom instruction, assessment, tutoring or participation in a learning lab. (Note: Time spent on assessment can be counted only if the assessment is designed to inform placement decisions, assess progress or inform instruction. Time used to take the GED® test, for example, cannot be counted as instructional activity.)”

The hours spent in orientation and assessment shall count toward the student's total attendance hours.

ASSESSMENT PROCEDURES

As specified in the “KYAE-Approved Assessments” section, pp. 22-24, adult educators must meet all test publisher and KYAE training requirements before administering assessments. Adult educators should consult the PD calendar for scheduled training on assessments.

Assessment instruments must be kept in a secure environment according to test publisher requirements.

Assessment instruments shall be administered in a proctored environment and in accordance with test publisher and KYAE assessment guidelines.

ASSESSMENT ACCOMMODATIONS

Reasonable accommodations for assessment shall be provided to students when:

- a. The student has disclosed the presence of a disability and has provided documentation by a qualified professional of eligibility for accommodations under the provisions of the Americans with Disabilities Act (ADA)/Section 504 and/or
 - b. The adult education program has administered an informal assessment/pre-screening instrument and determined that accommodations are warranted.
- Accommodated assessments shall be in compliance with accommodated testing guidelines, policies and procedures established by the program’s fiscal agent.
 - Accommodated assessments shall be in compliance with test publisher guidelines.
 - Typical assessment accommodations for students with a documented disability include large print, extended time, audio-cassette, calculator for math, private room and break time.
 - The accommodation must be specific to the disability and address only the documented functional limitations.
 - Adult educators should note that inappropriate accommodations may lead to inaccurate test results.

DATA COLLECTION AND REPORTING

Providers are required to submit data electronically using KAERS. Failure to comply with the following deadlines may result in the withholding of payment:

- County adult education providers shall submit student data (for example, enrollment, goal attainment) by the 10th of the month for the previous month.
- Daily student contact and attendance hours shall be entered at least monthly by the 10th of the month for the previous month. See p. 20 for NRS definition of contact and attendance hours.
- Providers shall update all separations by the last day of the quarter (September 30, December 31, March 31 and June 30).
- Final program year data shall be entered into KAERS by July 10.

KYAE regularly updates the KAERS Users' Manual and the KYAE Policy and Procedure Manual to incorporate NRS changes. Updates on system changes and revisions to the Users' Manual are announced and posted on [KYAE's website](#) and through e-mail.

New KAERS users are required to complete a training session prior to being issued a user identification number.

KYAE-APPROVED ASSESSMENTS

TABE 9-10

- TABE is recommended for adult education, corrections education and family literacy students.
- A student with a high school diploma must score 11.9 or below to be eligible for KYAE services.
- New KYAE-funded staff must complete *Introduction to TABE Administration*. Experienced staff must attend refresher courses every two years or when essential information is updated.
- In compliance with recommendations as provided by OCTAE, TABE post-testing shall occur as follows. See OCTAE's [State Assessment Policy Guidance](#), pp. 6-10.
 - **For students in NRS Levels 1-4:** After 50-60 hours of instruction, with a minimum of 40 hours when testing with an alternate form (for example, TABE 9 Level M to TABE 10 Level M).
 - **For students in NRS Levels 5:** 30-59 hours of instruction is recommended when testing with an alternate form (for example, TABE 9 Level D to TABE 10 Level D).
 - If pre- and post-tests are with the same level and use the same form (for example, TABE 9 Level M to TABE 9 Level M) – 120 hours of instruction is recommended.
 - A higher level form (for example, TABE 9 Level D to TABE 10 Level A) can be used on the progress assessment if the instructor determines that the student has mastered the information assessed on the enrollment assessment level.

TABE ordering information:

N. Lynn Hunley, Senior Evaluation Consultant, CTB/McGraw-Hill
18621 Coachmans Trace, Cornelius, NC 28031
704.896.1778 Office
704.896.1779 FAX
lynn_hunley@ctb.com

CTB/McGraw-Hill
P.O. Box 150
Monterey, CA 93942-0150
Phone: (800) 538-9547; website: www.ctb.com

BEST Literacy

BEST Plus

- These assessments are to be used for English as a second language students.
- Adult educators must be trained by a certified BEST Plus trainer before administering the BEST Plus assessment. All new ESL teachers must complete “BEST Plus Implementation” or “CASAS ESL Implementation.” “BEST Plus Implementation,” sponsored by KYAE, is led by certified trainers.
- Adult educators must be familiar with the training video and examiner’s manual for BEST Literacy.
- In compliance with recommendations as provided by OCTAE, BEST post-testing shall occur as follows. See OCTAE’s [State Assessment Policy Guidance](#), pp. 6-10.
 - 60 hours minimum; 80-100 hours recommended.
 - If the hours for a course of instruction exceed the recommended number of hours, post-testing may most appropriately take place at the end of the instructional session.
 - Because program-related factors such as intensity of instruction, class size, teacher training and experience, and use of appropriate curricula and materials will affect language learning proficiency gains, programs should consider these factors when determining timing for pre- and post-testing.

BEST ordering information:

Center for Applied Linguistics
4646 40th Street, NW
Washington DC 20016-1859
(202) 362-0700; website: www.cal.org

CASAS

- CASAS is to be used only for English as a second language students.
- Adult educators must be trained by a certified CASAS trainer before administering these assessments. All new ESL teachers must complete “BEST Plus Implementation” or “CASAS ESL Implementation.” “CASAS Implementation,” sponsored by KYAE, is led by a certified trainer.
- In compliance with recommendations as provided by OCTAE, CASAS post-testing shall occur as follows. See OCTAE’s [State Assessment Policy Guidance](#), pp. 6-10.
 - 70-100 hours (40 hours is the minimum).
 - Allow exceptions for courses with different schedules and intensity, e.g., allow more time for courses that meet infrequently or not intensively and for very intensive courses wait longer than the recommended number of hours to post-test.
 - Programs offering high-intensity courses (e.g., class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction.
 - Programs offering low intensity courses with less than 70 hours in a semester, quarter, term, or other block of instruction, may choose to post-test at the end of the instructional period.
 - Programs may choose to assess students who indicate they are leaving the program before the scheduled post-test time, to maximize collection of paired test data.

CASAS ordering information:

CASAS
8910 Clairemont Mesa Blvd.
San Diego, CA 92123-1104
(800) 255-1036
Website: www.casas.org

ASSESSMENTS NOT TO BE USED FOR ENROLLMENT

Providers may offer the WorkKeys assessment only when an individual's adult education eligibility has been established in accordance with assessment and enrollment policy. WorkKeys may be used when the student's goals are to get a job, a better job or improve workforce skills, and earn a National Career Readiness Certificate (NCRC).

The COMPASS assessment has been cross-walked to the TABE; however, a COMPASS score may not be used for enrollment because COMPASS is not an NRS-approved enrollment assessment. The COMPASS-TABE crosswalk cannot be used for assessment or enrollment purposes. Existing COMPASS scores may be used in the intake process as an unofficial indication of a student's level.

In addition to the required standardized pre- and post-assessment instruments, programs should continue to use a variety of informal instruments and procedures to collect valid on-going information regarding student instructional needs and progress. Some examples include:

- Computerized assessments.
- End of unit tests from textbooks.
- Checklists.
- Individual projects or products.
- Small group projects.
- Educator-made assessments.
- Project/products with clearly defined criteria or performance standards.
- Dated anecdotal records of teaching observations.
- Performance samples, including writing samples, journals, audiotapes of student readings or interviews, worksheets.
- Role playing.
- Student interviews and self-evaluations.

Programs shall not use old forms of TABE, CASAS, BEST or GED Ready™ test (formerly Official Practice Test (OPT)) as an interim or practice assessment.

The following assessment instruments and procedures may not be used for determining entry or exit level:

- GED® Ready™ test (formerly Official Practice Test (OPT))
- GED® test
- TABE Survey Test
- Short form of BEST (Basic English Skills Test) Oral
- Using different assessment instruments for pre- and post-assessment (i.e., CASAS for pre-assessment; TABE for post-assessment)
- Using the same form of CASAS for both pre- and post-assessment
- Professional judgment
- COMPASS

PROFESSIONAL DEVELOPMENT FOR ASSESSMENT

KYAE provides professional development to all staff who either administer or score each of the KYAE-approved assessments. Within the first 18 months of employment, new KYAE-funded staff must complete the following courses:

- Orientation to Adult Education, which includes information on NRS, accountability policies, data collection process, definition of performance measures and administering assessments.
- Introduction to the Online Tests of Adult Basic Education (TABE) Administration.
- GED Ready™ test **{Elective – no longer required}**.
- For ESL instructors: CASAS Implementation Training.

Previously trained staff must attend prescribed refresher courses on administering assessment tests every two years (with the exception of GED Ready™ test or when essential information is updated).

NATIONAL REPORTING SYSTEM

The [National Reporting System](#) (NRS) is the accountability system for the federally funded adult education program, mandated by the [Workforce Investment Act](#) (WIA).

Adult education programs nationwide use NRS levels to provide information to the federal government about student progress. KYAE collects student assessment, demographic and participation data on KAERS to report to the NRS and partners.

NRS Levels

To comply with NRS, providers must use the following entry and progress levels.

Adult Education Levels

- **ABE Beginning Literacy (grade level 0-1.9)**
 - TABE (9-10), Test Benchmarks:
Reading: 367 and below
Total Math: 313 and below
Language: 389 and below

- **ABE Beginning (grade level 2-3.9)**
 - TABE (9-10), Test Benchmarks:
Reading: 368 - 460
Total Math: 314 - 441
Language: 390 - 490
- **ABE Low Intermediate (grade level 4-5.9)**
 - TABE (9-10), Test Benchmarks:
Reading: 461-517
Total Math: 442-505
Language: 491-523
- **ABE High Intermediate (grade level 6-8.9)**
 - TABE (9-10), Test Benchmarks:
Reading: 518-566
Total Math: 506-565
Language: 524-559
- **ASE Low (grade level 9-10.9)**
 - TABE (9-10), Test Benchmarks
Reading: 567-595
Total Math: 566-594
Language: 560-585
- **ASE High (grade level 11-11.9)**
 - TABE (9-10), Test Benchmarks:
Reading: 596 and above
Total Math: 595 and above
Language: 586 and above

English as a Second Language Levels

- **ESL Beginning Literacy**
 - CASAS Reading, Test Benchmark:
180 and below
 - BEST Literacy, Test Benchmark:
0-20
 - BEST Plus, Test Benchmark:
400 and below
- **ESL Low Beginning**
 - CASAS Reading, Test Benchmark:
181-190
 - BEST Literacy, Test Benchmark:
21-52
 - BEST PLUS, Test Benchmark:

401-417

- **ESL High Beginning**

- CASAS Reading, Test Benchmark:
191-200
- BEST Literacy, Test Benchmark:
53-63
- BEST PLUS, Test Benchmark:
418-438

- **ESL Low Intermediate**

- CASAS Reading, Test Benchmark:
201-210
- BEST Literacy, Test Benchmark:
64-67
- BEST PLUS, Test Benchmark:
439-472

- **ESL High Intermediate**

- CASAS Reading, Test Benchmark:
211-220
- BEST Literacy, Test Benchmark:
68-75
- BEST PLUS, Test Benchmark:
473-506

- **ESL Low Advanced**

NOTE: Students must score below the exit criteria to be eligible for ESL services.

- CASAS Reading, Test Benchmark:
221-235

Exit Criteria: 236 and above

- BEST PLUS, Test Benchmark:
507-540

Exit Criteria: 541 and above

NOTE: BEST Literacy should not be used for enrollment in ESL High Intermediate or ESL Low Advanced due to the lack of exit criteria.

DISTANCE LEARNING

Adult education programs are required to enter all student attendance hours. In KAERS, distance and center attendance hours are recorded separately. Attendance hours for students using approved online curricula in the center will be reported as center hours. All student work completed outside of the adult education center will be counted as distance learning/proxy hours and must follow the distance learning policy for determining contact and proxy hours. (See below for more information on proxy hours.)

Distance Education

Distance education is a formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

Distance Learners

Distance learners are defined as students receiving more of their instruction from a distance and not in the local adult education center. Local center hours and distance learning hours will be recorded in KAERS separately. At separation or the end of the fiscal year, the student's status as an adult education center student or distance learner will be determined. Student hours from both online instruction and in the adult education center will be reported according to the NRS Guidelines for Distance Education Learners.

Distance Learning Curricula

KYAE local programs use a variety of distance learning curricula, such as KET's Fast Forward, WIN, Contemporary's Instruction Targeted for TABE Success (ITTS) and Edmentum. Additional adult education curricula that have a mechanism for tracking student engagement time may be used.

Identifying and Reporting Contact Hours

According to NRS, "students in distance education must have at least 12 hours of contact with the program before they can be counted for federal reporting purposes.

Direct contact hours for distance learners can be a combination of actual contact and contact through telephone, video, teleconference or online communication, where student and program staff can interact and through which learner identity is verifiable."

In addition to direct contact hours, proxy contact hours for distance learners will also be collected. **Proxy Contact Hours** may be counted using either the Clock Time Model or Teacher Verification Model.

The Clock Time Model assigns contact hours based on the elapsed time that a student is connected to or engaged in an online or stand-alone software program that tracks

time. The chart below shows the Proxy Contact Hour (PCH) criteria and credit for examples of curricula.

Curriculum	Model	Criteria for Awarding PCH	PCH Credit
Examples: WIN, Rosetta Stone, ITTS	Clock	System must track time and log out students after preset period of inactivity.	Recorded time in system.
KET's Fast Forward	Clock	In-depth online courses. Video: for broadcast and online streaming. Interactive eBook: video to help learners become familiar with test preparation, content, and question types. Management system: for educators to see how learners are progressing and generate reports.	Fast Forward is correlated to the new GED [®] assessment targets, Common Core State Standards, and College- and Career-Readiness standards. Each subject has straightforward, easy-to-follow lessons. Each lesson includes skills with built-in ways for learners to see their progress and determine where they need to focus. Fast Forward uses an array of approaches to help learners build understanding of both the why and the how of each subject.

If not using the Clock Time Model, programs must use the **Teacher Verification Model** for determining distance learning/proxy hours. The **Teacher Verification Model** assigns a fixed number of credit hours for each assignment based on teacher determination of the extent to which a learner engaged in or completed the assignment.

Assessing Distance Learners

Distance learners must be assessed under the same guidelines as all adult students in Kentucky using approved standardized assessment tools. All standardized assessment must occur in an adult education center where the student's identity is verifiable.

Training Requirements

All adult educators offering distance education must adhere to vendor guidelines and instructions. Distance educators are encouraged to enhance their knowledge through ongoing communication, workshops and/or webinars.

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GED® SERVICES

GED® TEST READINESS

The GED® testing eligibility regulation, 13 KAR 3:050 Section 3, requires test takers to successfully complete and pass an official readiness test, prior to taking the GED® test, with the same passing score required to pass the GED® test. The official readiness test for the GED® test is GED Ready™ - The Official Practice Test. It is a computer test available online. A non-Internet, computer-based version of GED Ready™ is available for use in corrections settings that do not allow test-takers access to the Internet.

The Ready™ test has the same four modules as the GED® test but is one half the length of the operational GED® test. Once a test-taker passes a module of the Ready™ test, the test taker can proceed to scheduling that same module of the GED® test. GED Testing Service® has set the minimum passing score for a module of the GED Ready™ test at 150, which is the same score required to pass a module of the GED® test. GED Testing Service® considers Ready™ test scores valid, which in this case means predictive of performance on the GED® test, for 60 days.

GED Ready™ may be used in an instructional setting. Keeping that in mind, for the score to be truly predictive of how a student will score on the operational GED® test, the administration conditions need to be as similar as possible to an actual testing environment.

If the Ready™ test is to be administered in a corrections center that does not allow inmates to have Internet access, GED Ready™ can be delivered through the same secure system used to deliver the GED® test. While instructors can be involved, the secure testing system makes it impossible for instructors to handle the actual registration and scheduling. Pearson VUE requirements stipulate that in order to access the registration and scheduling system, one has to be a certified test center administrator. Instructors cannot be test administrators.

Individuals with documented disabilities should indicate the need for accommodations on the online application at GED.com and work directly with the accommodations team at GED Testing Service® to apply for testing accommodations.

GED® ADMINISTRATION

The Pearson VUE test administrator/proctor at a center that offers the GED® test must not be involved in ABE or GED® instruction. If the test administrator works in an institution that has a Pearson VUE testing center that offers the GED® test and an adult education center, then the Pearson VUE test administrator should not be supervised by someone in the adult education center.

Pearson VUE testing centers authorized to offer the GED® test in Kentucky may not be located in for-profit entities.

Program funds may not be used to pay GED® test fees.

A line item in local program budgets allows for the use of up to 0.5 percent of the core services grant for GED® ceremonies and refreshments for student activities.

TO HELP ADULT EDUCATORS INFORM STUDENTS ABOUT TAKING THE GED® TEST, THE FOLLOWING INFORMATION IS PROVIDED:

AGE ALERT

In Kentucky, the minimum age required to take the GED® test is 19 years old. The Kentucky GED® testing program requires all those under the age of 19 to be officially withdrawn from public or private school for 90 days, as certified by the local school district, or meet other requirements in order to be eligible to schedule test.

Students must complete the application form and the documentation of withdrawal form to test. Submit forms through any of the methods below:

E-mail a scanned copy to GED@KY.gov

or

Mail to:

Kentucky GED Testing
1024 Capital Center Dr., Suite 250
Frankfort, KY 40601
FAX to 502-696-5863

If any of the below applies to you, please call 502-573-5114, EXT 120, or e-mail GED@KY.gov for additional instructions:

- Enrolled in a Job Corps program of instruction.
- Enrolled in a ChalleNGe Academy.
- State agency child.
- In a juvenile detention center or school under the supervision of DJJ.
- Enrolled in a KDE approved GED® Secondary Program.

GED TESTING SERVICE® POLICIES

Admission Policy

The test taker must arrive at the test center 15 minutes before the scheduled appointment time. This provides adequate time to complete the necessary sign-in procedures. If the test taker arrives more than 15 minutes late for his/her appointment, he/she will be unable to test and will not be reimbursed. The test taker will be required to provide one or more valid forms of identification on the day of the test. The ID must be government-issued and non-expired. It must also include the test taker's name, address, date of birth, signature and photograph. If the test taker does not present

proper ID, he/she will be turned away the day of testing and will lose test payments. No personal items may be taken into the testing room. This includes, but is not limited to, bags, notes, phones, pagers, watches and wallets.

Language Policy

The GED® test is available in both English and Spanish in Kentucky. The entire test must be taken and passed in a single language. English and Spanish scores cannot be combined in Kentucky.

Reschedule Policy

If the test taker wishes to reschedule the exam, he/she must either reschedule online by logging into MyGED™ or contact KYAE's partner, Pearson VUE, one full business day prior to the scheduled appointment at 1-877-(EXAM-GED) 392-6433. If the test taker reschedules less than one full business day prior to the appointment, he/she will not be reimbursed. Pearson VUE hours of business are 7:00 a.m. Central Time to 7:00 p.m. Central Time, Monday through Friday.

Cancellation Policy

If the test taker wishes to cancel the exam, he/she must either cancel online by logging into MyGED™ or contact KYAE's partner, Pearson VUE, one full business day prior to the scheduled appointment at 1-877-(EXAM-GED) 392-6433. If the test taker cancels less than one full business day prior to the appointment he/she will not be reimbursed. Pearson VUE hours of business are 7:00 a.m. Central Time to 7:00 p.m. Central Time, Monday through Friday.

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PERFORMANCE AREAS, LEVELS AND FUNDING

KYAE's core business is to raise the educational levels of eligible adults by providing academic instruction that leads to strong literacy skills, GED® goal attainment and college- and career-readiness.

PERFORMANCE AREAS

KYAE's three (3) performance areas are enrollment, academic performance and GED® goal attainment. Each performance area will be individually reported via a county score card.

Enrollment is defined as a student assessed and enrolled 12 hours or more in adult literacy, adult basic education, adult secondary education and English as a second language. Instruction may take place in correctional institutions, within family literacy services and other venues funded through the core services grant.

Academic performance is defined as the percent of enrolled students eligible for **completing** an NRS education functional level(s) (EFL).

GED® goal attainment is based on the population 18 to 64 year-olds without a high school diploma (American Community Survey 2006-10) and the county's percentage of the state goal established by Kentucky Adult Education (KYAE), Council on Postsecondary Education (CPE).

PERFORMANCE LEVELS

Performance levels number one (1) through four (4) will replace the terminology of Excellence, Proficient and Needs Improvement.

FY 2014-15			
Performance Category	Enrollment Goal	Academic Performance	GED® Goal
Levels			
1	90% and above	55% and above	80% and above
2	80-89%	48-54%	60-79%
3	50-79%	30-47%	40-59%
4	Below 50%	Below 30%	Below 40%

Programs will no longer be defined according to their lowest performance level. Program performance will simply be reported on a county Score Card in each area based on level percentage ranges.

In other words, performing in needs improvement in one area and excellence in another area, ***in the past***, would have led to a program being labeled overall in “needs improvement”.

The only overall designation will be if a program performs in Level 1 in all performance areas. The program will be designated as excellence and recognized as such.

PERFORMANCE FUNDING

Enrollment, Academic Performance, GED® Goal – Performance funding is based on achievements within Levels 1 and 2 in all areas (enrollment, academic performance and GED® goal). ***An additional one percent (1%) may be earned by transitioning 28% or more of GED® graduates to postsecondary education (two-year cohorts).***

A program may earn its highest percentage in one area (3%) and its lowest percentage (1%) in another area, and receive performance funding based on those totaled percentages.* Eligible levels are illustrated below.

FY 2014-15								
Performance Category	Enrollment Goal		Academic Performance		GED® Goal		Transitions of GED® Graduates	
Levels								
1	90% and above	3%	55% and above	3%	80% and above	3%	28% and above	1%
2	80-89%	1%	48-54%	1%	60-79%	1%		

***Performance Percentages** are based on the program’s core services funding. Contingent upon available funding, counties performing in the top ranges (**enrollment 3%, academic performance 3%, GED® goal, 3% AND transitions of GED® graduates 1%**) will *take priority* in earning its totaled percentage of core services performance funding.

Because KYAE caps the amount of statewide performance funding, other programs eligible for performance funding may earn **up** to their totaled percentage of core services performance funding.

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PERFORMANCE ACCOUNTABILITY

Fiscal Agents will be provided an individual Score Card for their program(s) at the end of each fiscal year. The Score Card will highlight enrollment, academic performance, and GED® goal attainment. Each area will be scored independently. Programs will no longer be defined by their lowest achievement range for accountability purposes.

Performing in lower achievement ranges (e.g., 50-79% enrollment or 30-47% academic performance or 40-59% GED® goal attainment) in one or more performance areas ***does not necessarily warrant program termination or prevent a program from being eligible to continue program services (e.g., during an RFP process).*** However, it does indicate a program ***will need to focus on that area or area(s) by developing a program improvement plan.***

The intent is to ensure that all programs understand and target the specific area or areas that need improvement to get on the pathway to success.

Program performance in Level 4 is considered *unacceptable*.

This level of performance constitutes failure to meet the terms of the adult education contract. It may be subject to the fiscal agent forfeiting the ability to continue as the fiscal agent for adult education services if this occurs *in all three performance areas*. Unless significant changes are made, another fiscal agent may be selected to provide adult education services in the county.

Consequently, any performance area(s) falling below this lowest threshold(s) will be required to submit a comprehensive, triage plan focusing on the area(s) of deficiency and any related areas that might significantly influence that performance area(s). The plan shall be KYAE-approved and monitored by KYAE staff for compliance and implementation.

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PERSONNEL

Personnel changes must be reported to KYAE within 10 days of changes. To report changes:

- Send changes, including updated contact information, to Tammy.Powers@ky.gov.
- Update information in KAERS.
- Update information in the KYAE Online Finance Module.

The following guidelines should be used to recruit and hire personnel and develop job descriptions. The minimum requirements for each title are mandatory. All new county program fiscal agents must ensure that all employees meet the minimum requirements for each title.

When hiring a program director, a KYAE staff member shall be a member of the hiring/interview committee.

KYAE expects a staffing model in which program directors 1) work 100 percent of their time in the adult education program as either a full-time adult education director or a full-time adult education program director/instructor; 2) lead the administrative and instructional functions of the program; 3) have daily engagement with the adult education staff and program; and 4) have their offices in the same physical location as the main adult education center.

Any exception to this expectation shall be submitted in writing to KYAE's Director Administrative Leadership.

CLASS TITLE: PROGRAM DIRECTOR

CHARACTERISTICS OF THE CLASS

Provides program leadership and direction; plans, develops, implements and evaluates all aspects of program and personnel. Supervises instructors, academic and administrative assistants. The Program Director classification is limited to one staff member per county.

EXAMPLES OF DUTIES

Management

- Oversees the day-to-day operation of program.
- Initiates and facilitates change for continuous program improvement and capacity building.
- Understands, interprets and assures compliance with federal and state laws and regulations.
- Establishes procedures to meet performance areas for performance accountability.
- Initiates program planning, develops goals and plans for meeting objectives.
- Provides leadership in development of curriculum, retention activities and other student services.
- Promotes safe work environment.
- Establishes procedures for collecting, documenting and reporting data and ensures accountability.
- Communicates regularly with staff and involves them in planning through a variety of formal and informal means.
- Oversees recordkeeping.

Instruction

- Provides instruction in literacy, adult basic education, GED® preparation, English as a second language, workplace, family literacy and/or citizenship.
- Applies research-based instructional practices that incorporate the use of computers and other technologies.

Personnel

- Assures appropriate program staffing.
- Supervises, observes and evaluates staff.
- Coordinates activities of instructional staff to ensure effective program operation.
- Assists staff in developing professional development plans.
- Promotes professional development opportunities and adheres to the professional development policy.

Fiscal

- Manages fiscal resources and reports financial information.
- Identifies additional resources and initiates plans to secure them.
- Prepares and monitors all aspects of budget.
- Monitors contract compliance and cooperative agreements.
- Monitors and approves purchasing.

Community

- Advocates and promotes adult education program within community.
- Builds partnerships to enhance the availability, quality and delivery of services.
- Participates in local organizations (P-20 councils, WIA boards, KY Career Centers, etc.).

Leadership

- Models professional behavior and requires other staff members to act in a professional manner.
- Promotes the philosophy, goals and objectives of adult education at local, state and national levels.
- Promotes an environment in which cultural and philosophical diversity is valued and appreciated.
- Cultivates an atmosphere of respect for all staff and students.
- Provides instructional leadership.
- Supports instructional strategies based on research in adult learning and development.
- Recruits students to meet enrollment goals.

Professional Development

- Participates in required professional development activities.
- Uses technology resources to engage in ongoing professional development and lifelong learning.
- Assesses personal strengths and weaknesses as a basis for developing a professional development plan.

MINIMUM REQUIREMENTS

- All program directors hired after July 1, 1998, shall possess a minimum of a bachelor's degree.
- All new program directors hired after July 1, 2004, shall possess a bachelor's degree and three years of administrative/management experience; a master's degree can substitute for two years of the administrative/management experience. A bachelor's or master's degree in administration, education or a related field is preferred.
- All program directors hired after January 3, 2011, shall possess a minimum of a bachelor's degree and three years of administrative or management experience. A degree in administration, education or a related field is preferred. This position requires demonstrated leadership ability and evidence of success in achieving measurable outcomes. Program directors who instruct will also meet the minimum requirements for instructors.

CLASS TITLE: ASSISTANT PROGRAM DIRECTOR

CHARACTERISTICS OF THE CLASS

Performs administrative duties as assigned by the program director. May assist the designated program director in providing program leadership and direction; may assist the program director in planning, developing, implementing and/or evaluating the adult education program. May help supervise instructors, academic assistants and administrative assistants.

EXAMPLES OF DUTIES

Administrative

- Understands, interprets and assures compliance with federal and state laws and regulations.
- Monitors procedures to meet performance areas for performance accountability.
- Assists in program planning, developing goals and meeting objectives.
- Assists in recruitment and retention activities and other student services.
- Monitors procedures for collecting, documenting and reporting data and ensures accountability.
- Oversees recordkeeping.

Instruction

- Provides instruction in literacy, adult basic education, GED® preparation, English as a second language, family literacy and/or citizenship.
- Applies research-based instructional practices that incorporate the use of computers and other technologies.

Personnel

- Assists to assure appropriate program staffing.
- Helps to supervise, observe and evaluate staff.
- Coordinates activities of instructional staff to ensure effective program operation.
- Assists staff in developing professional development plans.
- Promotes professional development opportunities and adheres to the professional development policy.

Fiscal

- Monitors fiscal resources and reports financial information to program director.
- Helps to identify additional resources and initiates plans to secure them.
- Assists program director in preparing and monitoring budget.
- Monitors contract compliance and cooperative agreements.
- Monitors purchasing.

Community

- Advocates and promotes adult education program within community.
- Builds partnerships to enhance the availability, quality and delivery of services.
- Participates in local organizations (P-20 councils, WIA boards, KY Career Centers, etc.).

Professional Development

- Participates in required professional development activities if program leadership/instructional responsibilities warrant.
- Uses technology resources to engage in ongoing professional development and lifelong learning.
- Assesses personal strengths and weaknesses as a basis for developing a professional development plan.

MINIMUM REQUIREMENTS

- All assistant program directors shall possess a minimum of a bachelor's degree and three years of administrative or management experience. A degree in administration, education or a related field is preferred. Assistant program directors who instruct will also meet the minimum requirements for instructors.

CLASS TITLE: INSTRUCTOR

CHARACTERISTICS OF THE CLASS

Provides instruction to adult education students. Plans, implements, documents and evaluates instructional practices, procedures and materials. Provides direct, on-site daily supervision of academic assistants.

EXAMPLES OF DUTIES

Instruction

- Provides instruction in literacy, adult basic education, GED® preparation, English as a second language, workplace, family literacy and/or citizenship. Applies research-based instructional practices that incorporate the use of computers and other technologies.
- Is knowledgeable of reading, writing and/or math instructional strategies.
- Uses a variety of instructional strategies and tools appropriate to the needs of the student.
- Uses lesson plans that integrate instruction across content areas.
- Provides continuous feedback and adjusts instruction to maximize student learning.
- Works with colleagues to develop and evaluate curriculum and materials.
- Integrates work-, family- and community-related activities into instruction.
- Administers and interprets appropriate placement and diagnostic tests.
- Applies adult education principles and methods in the workforce classroom.
- Facilitates the transfer of learned skills from the classroom to the job.
- Plans learning experiences that are interactive and relevant to the specific workplace environment.
- Customizes and develops workplace education curriculum and lesson plans that facilitate transference from the classroom to the job based on the workforce goals and expected training outcomes.
- Plans instructional support activities carried out by academic assistants.
- Evaluates the achievement of students with whom academic assistants are working.

Assesses and Monitors Learning

- Uses formal and informal assessment data to monitor and document student progress.
- Collects and manages accurate data for program improvement and accountability.
- Participates in the retention and follow-up of students.

Classroom Management

- Maintains knowledge of program regulations, policy and procedures.
- Maintains student records.
- Supervises and monitors academic assistants.

Community

- Makes referrals to community agencies or postsecondary institutions as appropriate.
- Advocates adult education at the local and state level and explains the impact of under-education on employment and society.
- Assesses adult education needs and promotes program in community.
- Promotes use of community resources and participates in activities of other community agencies.
- Recruits families and matches them with instructional staff.

Professional Development

- Participates in required professional development activities.
- Uses technology resources to engage in ongoing professional development and lifelong learning.
- Assesses personal strengths and weaknesses as a basis for developing a professional development plan.

MINIMUM REQUIREMENTS

- As of July 1, 1998, all new instructors shall possess a minimum of a bachelor's degree. A degree in education or a content-related field is preferred.
- All instructors hired after January 3, 2011, shall possess a minimum of a bachelor's degree in education or a content-related field. They will have earned a 12.9+ score in every content area (Language, Reading and Math) on a TABE A or, within the past 10 years, they will have earned a 21 composite score on an ACT or 990 on the SAT. A current teaching certificate in

- the content area of instruction is preferred. Requests to have the test score requirement waived for instructors with current certification may be made in writing to Director of Administrative Leadership; a strong justification must be presented.
- Program directors who supervise non-degreed instructors shall work with KYAE staff to develop individualized educational plans for non-degreed instructors by July 1, 2011.

CLASS TITLE: ACADEMIC ASSISTANT

CHARACTERISTICS OF CLASS

The Academic Assistant must work under the daily supervision of a qualified instructor, assistant program director or program director. The Academic Assistant may provide one-on-one instruction at the discretion of the instructor or program director. The Academic Assistant may **not** provide classroom or group instruction.

EXAMPLES OF DUTIES

Program

- Follows the directions of the instructor or program director and works as an effective member of the instructional team to ensure the success of all students.
- Carries out the preparation of instructional materials for use by the instructor.
- Monitors and observes student behaviors and shares observations with the instructor.
- Assists instructor in providing individual support for student and in checking for understanding of instructional materials.
- Organizes, uses and maintains supplies, materials and equipment.
- Assists in providing non-instructional support for students.
- Understands community resources and discusses possible referrals with the instructor.

Recordkeeping

- Assists instructor in implementing, recording and monitoring student educational plan.
- Assists instructor in administering, scoring and evaluating diagnostic tests.
- Assists instructor in preparing student folders and maintaining records of student progress.
- Assists instructor in collecting data for reports.
- Understands and uses the KAERS data system.

MINIMUM REQUIREMENTS

- All academic assistants shall have a high school diploma or its equivalent (e.g., GED® credential).

CLASS TITLE: ADMINISTRATIVE ASSISTANT

CHARACTERISTICS OF THE CLASS

Must work onsite under the direct, daily supervision of the program director or instructor. Assists in the overall functioning of the program by performing clerical and other duties as required.

EXAMPLES OF DUTIES

- Works as an effective member of the team to ensure the success of all students.
- Collates files and/or prepares documents and reports.
- Collects and enters data for reports.
- Maintains documents and reports.
- Audits reports for accuracy.
- Performs receptionist duties.
- Operates office machines such as copier, calculator, computer or audio-visual equipment.
- Opens, sorts, prepares, sends and distributes mail.
- Assists in the security and maintenance of test materials.
- Performs basic bookkeeping duties such as counting receipts, bank deposits and payment vouchers.
- Follows established methods and procedures.
- Assists in preparing student folders and maintaining records of student progress.

- Assists in proctoring and scoring diagnostic tests.
- Enters data, understands and uses the KAERS data system.

MINIMUM REQUIREMENTS

- All administrative assistants must have a high school diploma or GED® credential.

VOLUNTEERS/IN-KIND SUPPORT

Volunteers or in-kind support individuals must meet the job requirements associated with the position that they are volunteering for in the adult education program.

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PROFESSIONAL DEVELOPMENT

The purpose of KYAE's professional development (PD) is to raise the level of expertise of Kentucky's adult educators through lifelong learning opportunities so they can equip adult students for success.

The 2014-15 PD focus continues to be on implementation of College and Career Readiness Standards (CCRS). A standards-based action plan will be submitted and approved by KYAE staff at the end of program year 2013-14 and incorporated by reference in the contract for 2014-15. Using these plans, programs will work toward fully implementing, sustaining and continuously improving on standards-based instruction in their program(s).

The [2014-15 KYAE PD Handbook](#) provides PD requirements and course titles and descriptions for planning purposes. It also explains the registration process.

The [KYAE Course Catalog](#) is the registration site for PD.

Successful Completion of PD Requirements

Unless otherwise directed by the course facilitator, pre-work must be completed one week before the first face-to-face training or first week of the online course.

To fulfill PD requirements, participants must attend/complete all required PD events and activities. Program directors must ensure that all staff meet annual PD requirements.

For part-time instructors working 199 hours or less, there are no PD requirements.

KYAE's Expectations of Program Directors

Program directors are expected to:

- Ensure all program staff meet annual PD requirements.
- Ensure all instructors have an "active" status in KAERS.
- Explain to instructors their PD requirements and direct them to the KYAE Professional Development Handbook.
- Assist new instructors on getting an ANGEL username and password, using the KYAE Course Catalog and registering for required courses.
- Ensure that every two years, all instructors complete the TABE assessment refresher course – TABE Online Refresher Course.
- Ensure that instructors registering for a Pearson-Longman Teacher Development Interactive (TDI) series module or a World Education course successfully complete the module or course. The TDI modules (for ESL instructors) and World Education courses are professional growth opportunities and do not substitute for required PD. The program will be responsible for the tuition for any non-exempt withdrawals. KYAE is authorized to recover education assistance funds expended if:

- The course(s) is (are) dropped, regardless of cause, without prior approval of the appointing authority or his/her designee.
- The employee resigns/retires or is dismissed for cause prior to completion of a six-month service obligation after completion of the course or during the course.

Program directors are expected to be instructional leaders by leading and supporting in:

- Ensuring the highest quality instruction.
- Realizing full implementation of standards-based instruction.
- Integrating instructional technology.
- Fostering instructor effectiveness through building knowledge-base and professionalism.
- Nurturing an environment of professional growth, collaborative learning and participative decision making.
- Engaging students through instruction relevant to their life experiences.
- Empowering students to achieve next steps.
- Analyzing data and using it to guide instructional practice.
- Providing constructive feedback and reinforcement to advance continuous improvement.

New Program Director PD Requirements

PD requirements for new program directors are to be completed within 18 months from hire date. PD requirements' specifics (including instructions on how to obtain a user name and password for registering on the KYAE Course Catalog) for new program directors may be accessed through the [KYAE PD Handbook](#).

New Instructor PD Requirements

PD requirements for new instructors are to be completed within 18 months from hire date. PD requirements' specifics (including instructions on how to obtain a user name and password for registering on the KYAE Course Catalog) for new instructors may be accessed through the [KYAE PD Handbook](#).

New ESL Instructor PD Requirements

PD requirements for new ESL instructors are to be completed within 18 months from hire date. PD requirements' specifics (including instructions on how to obtain a user name and password for registering on the KYAE Course Catalog) for new ESL instructors may be accessed through the [KYAE PD Handbook](#).

Recommendation: For new instructors who are teaching ESL, yet have no teaching background, KYAE recommends they complete the following online professional growth electives in the order shown. The recommended coursework will take more than one program year.

- Pearson-Longman's (ESL) TDI Series modules. See course dates, descriptions and facilitator contact information contained within the [KYAE PD Handbook](#).

- Beyond the CASAS Implementation Training (14 hours, offered throughout the year at CASAS.org).

Note: BEST Plus online trainings are not available. The Best Literacy assessment does not require training. The assessment's protocols are covered in the assessment guide. Contact the Center for Applied Linguistics (www.CAL.org) for information about these assessments.

Assistant Program Directors, Academic Assistants and Administrative Assistants

No professional development is required for assistant program directors **who do not provide instruction**. However, if the assistant program director is regularly scheduled (e.g., weekly, monthly, etc.) to provide instruction OR “substitutes” for instructors for more than 199 hours per year, s/he shall also be required to complete instructional PD requirements.

Academic assistants should not be instructing students. However, they may assist instructors. Therefore, if the program determines the same PD for instructors will benefit the academic assistants and the program has sufficient resources to send them to PD, they may participate.

There are no PD requirements for administrative assistants.

EXEMPTIONS TO PD REQUIREMENTS

Program directors, assistant program directors and instructors may seek exemption from PD requirements due to extenuating circumstances.

Exemption requests for instructors must be submitted by the program director. Requests for PD exemptions must be received within 10 days of the first missed PD event. The director will complete the [2014-15 Professional Development Exemption Request Form](#) and e-mail it to KYAE at aeprd@ky.gov.

Program directors requesting their own exemption must have their fiscal agent complete and e-mail the [2014-15 Professional Development Exemption Request Form](#) to KYAE at aeprd@ky.gov within 10 days of the first missed PD event.

If an exemption request is approved, the director will file a copy of the approval in the appropriate staff folder.

KYAE-APPROVED CONFERENCES

Only performance funding may be used to attend [KYAE-approved conferences](#); however, no more than two persons per county program may attend the same conference. Exemptions to the number of individuals attending may be considered on an individual program basis. The program director will complete the [Conference Attendance Approval Application](#) and send it to KYAE at aepd@ky.gov.

Costs that are not allowable include:

- Travel outside of the contiguous United States.
- Social events, excursions, etc.
- Hotel accommodations exceeding the length of the conference; for example, staying extra days before or after the conference for personal reasons.

KYAE-APPROVED WEBINARS

KYAE recognizes the National Association for Adults with Special Learning Needs (NAASLN) webinars as valuable professional growth opportunities for adult educators. Counties may use KYAE performance or PD funding for staff to participate; however, the webinars do not substitute for required PD.

National Association for Adults with Special Learning Needs

<http://www.naasln.org/webinars.htm>

COLLEGE TUITION REIMBURSEMENT

KYAE will reimburse up to a certain amount, as stated in the PD Handbook, per semester (not to exceed a certain amount per program year, as stated in the PD Handbook), per full-time adult education staff member for college tuition while funds are available. (Refer to [PD Handbook](#) for specifics.) Reimbursement is available for undergraduate coursework in English language, learning disabilities, education, reading, language arts, science, social studies, mathematics and social work; and for graduate level courses to earn a master's degree in linguistics, English language, adult education, arts in teaching, reading, language arts, science, social studies, mathematics and social work.

Programs may not use KYAE funds for college tuition reimbursement.

- Reimbursement will apply to Kentucky's public postsecondary institutions only.
- Reimbursement will be made to the employee's program and not to individuals. It is the responsibility of the local program to reimburse their employee for college tuition.
- The courses must be approved by KYAE before the first day of class.
- Staff eligible for employer or fiscal agent tuition waiver are not eligible for KYAE college tuition reimbursement.

- The program director must send the completed [College Course Approval Application](#) to aepd@ky.gov.
- For approved requests, the staff member must earn a letter grade of “C” or better. For a graduate course, the staff member must earn a letter grade of “B” or better.
- The program director will provide a copy of the college tuition expense as part of the KYAE-10 invoice along with a copy of the transcript showing completion of the course at the grade levels listed above. KYAE will reimburse fiscal agents only. A copy of the transcript must also be filed in the staff personnel file.
- In the event that an employee, having received KYAE tuition reimbursement, does not continue in employment at the adult education program for a six-month period following completion of a course, the employee shall repay KYAE for the cost of the educational assistance. All materials for reimbursement must be received by the final invoice date.
- An employee who is laid-off shall not be obligated to the six-month service obligation clause and shall not have to repay educational assistance funds provided the previous semester.
- KYAE is authorized to recover education assistance funds expended if:
 - The course(s) is (are) dropped, regardless of cause, without prior approval of the appointing authority or his/her designee.
 - The employee is dismissed for cause, resigns or retires prior to completion of a six-month service obligation after completion of the course or during the course.

PD FUNDS

Please follow these guidelines when allocating the PD portion of your budget. Programs may budget up to the allocated PD amount on the PD line. Do not budget more for PD than your county’s allocated amount.

Prior written approval from KYAE is required for using the PD allocation (in core services) to support additional PD once the expenses of the KYAE PD requirements are met. The program director must send a written request to aepd@ky.gov. The written request must arrive prior to the local professional growth opportunity event and must include:

- PD activity topic, description and date.
- Qualifications of presenter.
- Adult education participants (names, titles and e-mail addresses), including participants from other local adult education programs, if applicable.
- Reason for the local PD.
- Cost.

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ADMINISTRATIVE

FINANCIAL INFORMATION

Reporting

Providers shall be reimbursed for reasonable, allowable and actual costs incurred if costs are specified in the contract. Providers shall invoice on a monthly basis. Invoices are due on the 10th of each month. For full reimbursement, final invoices are due to KYAE by close of business on the date specified in the contract (Section II.F.) unless notified otherwise in writing by KYAE. Invoices received after the final invoice date will not be considered for reimbursement. Failure to comply with these deadlines may result in payment being delayed or withheld.

Budgeting

A line item in local program budgets allows for the use of up to 0.5 (one half) percent of the core services grant for GED[®] ceremonies and refreshments for student activities.

A **maximum** of 15 percent (5 percent federal, 10 percent state) of the core services grant funding may be used for administrative purposes. If the limit of the federal five percent in administrative is too restrictive to allow for adequate planning, administration, personnel development and interagency coordination, the eligible provider may negotiate with KYAE to determine an adequate level of funds to be used for non-instructional purposes. *Please note – KYAE will continue to cap administrative funds at 15 percent. If a provider successfully negotiates a higher federal administrative amount, the state administrative amount will be reduced by a like amount, resulting in a maximum of 15 percent administrative funds.*

Fiscal agents serving multiple counties should be aware that:

- Administrative funds can be pooled from multiple counties to support a full-time adult education director.
- Administrative funds from multiple counties must be used proportionately throughout the contracted counties.
- Any administrative functions performed at the county level must be budgeted at the county level.
- Instructional funds may not be used to cover administrative costs at the county level.
- Funds must be expended to provide services only in the county for which the funds are allocated.

Corrections expenditures must be reported as a line item on invoices to KYAE and included in the core services line item total for payment.

See PD Funds, p. 47, for guidelines on budgeting the PD allocation.

Working Capital Advance

In accordance with the federal *Cash Management Improvement Act*, eligible providers that lack sufficient working capital may submit a written request for a working capital advance. The amount of the advance cannot exceed one quarter of the approved budget. Upon approval, the recipient of the advance must submit monthly invoices for cost reimbursement. If the total disbursement amount exceeds the actual costs incurred, the provider shall reimburse the Commonwealth.

Expenditure Reports and Timesheets

Providers shall use the Online Finance Module to report program expenses. A separate expenditure report form shall be completed for each program (core services, EL/Civics, etc.) by county. For fiscal agents administering more than one county, a report shall be submitted for each county individually. Incomplete or incorrect reports shall be returned to the provider and may result in payment being delayed or withheld.

Budget Amendment Request Form

Provider expenditures shall not exceed the line item allocations or budget total as specified in the contract. To request changes to the contract budget, providers must submit an online Budget Amendment Request. To change a line item more than 10 percent, providers must indicate “amendment” on the form. KYAE approval must be obtained before a provider may reallocate funds among line items. To change line item amounts by 10 percent or less, providers must submit the online form and indicate the change as “realignment.”

Inventory Reporting

Providers shall submit a comprehensive Inventory Report (INV-1) by August 31 following completion of the contract year, listing all non-consumable items with a useful life greater than one year and purchased with KYAE funds.

RECORDS

Adult education programs shall maintain a folder on each student containing enrollment forms, assessment forms, standardized test scores and the student’s educational plan. Student folders must be kept on file for three years.

Providers shall retain all records of financial transactions and accounts relating to this grant for a period of three years and shall make such records available for inspection and audit by KYAE staff members or an authorized representative of KYAE.

Documentation of hours worked shall be maintained for KYAE-funded employees in the fiscal office and/or office of the program director.

TECHNOLOGY

The fiscal agent is responsible for providing technical support to the adult education program as needed to ensure security of information, computer access for staff and students and proper functionality of hardware and software.

County programs must have at least one site with technology and connectivity to offer curriculum and related learning products available on the Internet.

The provider shall have a designated computer sufficient for KYAE's required information management system (KAERS) and have staff capable of maintaining and reporting accurate electronic data on program outcomes and performance. The provider shall make Internet access, including e-mail, available via a dedicated line.

Each program employee shall have an individual e-mail address and must be entered in KAERS.

EQUIPMENT AND SUPPLIES

Providers must have appropriate assessment and instructional materials to meet the needs of their students. The assessment instruments shall be kept in a secure environment according to vendor requirements.

Any non-consumable items purchased with adult education funds shall revert to KYAE at the end of the project or at program closure.

No more than 15% of a program's core services budget shall be spent on instructional materials and supplies in the last quarter of the program year. Eighty-five percent (85%) of instructional materials and supplies shall be expended by March 31. Any amendments shall be initiated by March 31.

FACILITIES

To maximize the amount of funds available for direct instructional services, KYAE expects adult education programs to pay minimal or no rent for space, particularly those located in publically-owned buildings. Fiscal agents are expected to seek donated or in-kind space in order to avail the maximum level of resources to student instruction. Postsecondary education institutions receiving grants shall provide adult education services on their postsecondary campus as the primary site for services OR provide strong written justification to KYAE as to why this is not feasible.

Fiscal agents shall ensure that:

- All instructional facilities and services are in compliance with the Americans with Disabilities Act of 1990.
- Facilities have appropriate exterior and interior signage clearly identifying the adult education programs.

- The learning environment is in good condition and properly maintained with adequate space and equipment.
- There is a separate room available for student assessment and counseling purposes.
- The building and surroundings are safe, sanitary and non-hazardous.
- The location is easily accessible with adequate parking.
- The facility has an environment conducive to adult learning.
- Adult education centers are located in age-appropriate locations conducive to adult learning.

If it is determined through a KYAE site visit that the facility does not meet requirements, the grantee may be asked to relocate the center to a more appropriate location or correct deficiencies.

Newly selected grantees must work with KYAE staff to identify appropriate adult education center locations. Grantees must also work with the staff when moving the location of an adult education center.

Cost for Facilities

State and federal funds are to be used for program services. If lease expenditures are necessary, they shall meet the definition of reasonable as defined in federal circulars (A-87, A-122 and others) as applicable.

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